

VISIT...

LANZAROTE
Caliente.COM

Tutor Teaching Tips

Repeated Reading • X-1

MATERIALS

Reading
Passage:
Part 1 (2 copies)

Timing device;
Graph

Reading
Passage:
Part 2 (2 copies)

Game cards

Introducing the Passage 5 minutes

Read part 1 of the passage *Money* to provide a model of fluent reading. Read with expression at a normal reading pace, taking about one minute to read the passage.

Give the child a copy of the passage and have him/her read it with you. If he/she has difficulty, slow the pace or read small chunks (one or two sentences), and then have the child read each chunk with you until you have read the entire passage. Read the entire passage with the child one or two more times.

Building Fluency 5–10 minutes

Have the child read the passage out loud while you time him/her for one minute. As the child reads, place a check mark on your copy of the passage over each word that he/she misreads. If the child pauses for three seconds, tell him/her the word and mark it as an error. Do not correct errors during the reading. After one minute, tell the child to stop. Circle the last word the child read. Help the child plot the number of words read on the graph. The goal is 150 words per minute at at least 90% accuracy.

Discuss errors once the child has completed the reading. Discuss word-attack strategies such as sounding out parts of words, looking for smaller words or recognizable chunks within larger words, and thinking about how the meanings of words relate to other parts of the text.

Do not exceed more than four independent readings of a passage in a single session. If the child seems to have too much difficulty, drop to a lower level during the next tutoring session.

Checking for Understanding 5 minutes

Ask the child to retell the passage. Look for detail in his/her retelling. Give the child time to respond independently. If needed, prompt with the following sample questions:

What is the passage about? (money)

What are some things that people used to barter? (fish, salt, fruit, wood, furs)

What is currency? (an object that is given a money value)

If time permits, repeat the steps above using part 2 of the passage, *Money*.

Optional Activity 5–10 minutes

PLAYING A WORD GAME: Spread out the game cards face down on the table. Have the child draw two cards and read the words. If the words are synonyms (mean the same thing) and the child says so, the child keeps the cards and takes another turn. If the words are not synonyms or the child does not identify them, then it is your turn. Repeat the game as time permits.

Part 1

Thousands of years ago, people used to barter, or directly trade their goods 13
 with each other. People living near the ocean had fish and salt, which they 27
 traded with people living near the mountains, who had fruits, wood, and furs. 40

The barter system continues today. If you trade an apple from your lunch for 54
 someone else's candy bar, you are bartering. 61

However, there are some problems with bartering. You might want some 72
 goods or valuable objects from someone, but they might not want the goods 85
 that you have. In order to get around the problems of bartering, people 98
 invented currency, or objects that represented certain values. For example, 108
 a group of people might agree that a cow was worth twenty shells and 122
 a large fish was worth two shells. People could trade goods for shells and 136
 vice versa. 138

The objects people used for currency were almost always light enough to 150
 carry, but rare enough that people couldn't just pick them up off the ground. 164
 The more rare the currency was, the more work it took to find it, and the 180
 more valuable it was. 184



Bartering allowed people to trade for products they could not get on their own.

Part 2

The problem with currency of this type was that it was hard to decide how
 much a particular object was worth. If one shell was much larger than
 another shell, shouldn't it be worth more? And what if you met somebody
 who didn't think your shells were worth anything at all?

One solution to the problems of using ordinary objects as currency was to
 make coins from precious metals. Precious metals are rare and valuable
 across cultures, and they are easily shaped and weighed.

A Chinese man invented paper 1,900 years ago. But it wasn't used for
 money until 700 years later when the Chinese government ran out of copper
 to produce coins. They switched to printing paper money. The earliest paper
 money was printed by hand by pressing wooden blocks covered with ink
 onto uniformly sized rectangles of paper. Although coins were still available,
 the lighter paper money quickly became more popular.

In Europe, another invention changed the shape of money. Johannes
 Gutenberg invented the movable-type printing press in A.D. 1400.
 Gutenberg's press allowed people to print paper money by machine,
 rather than by hand.



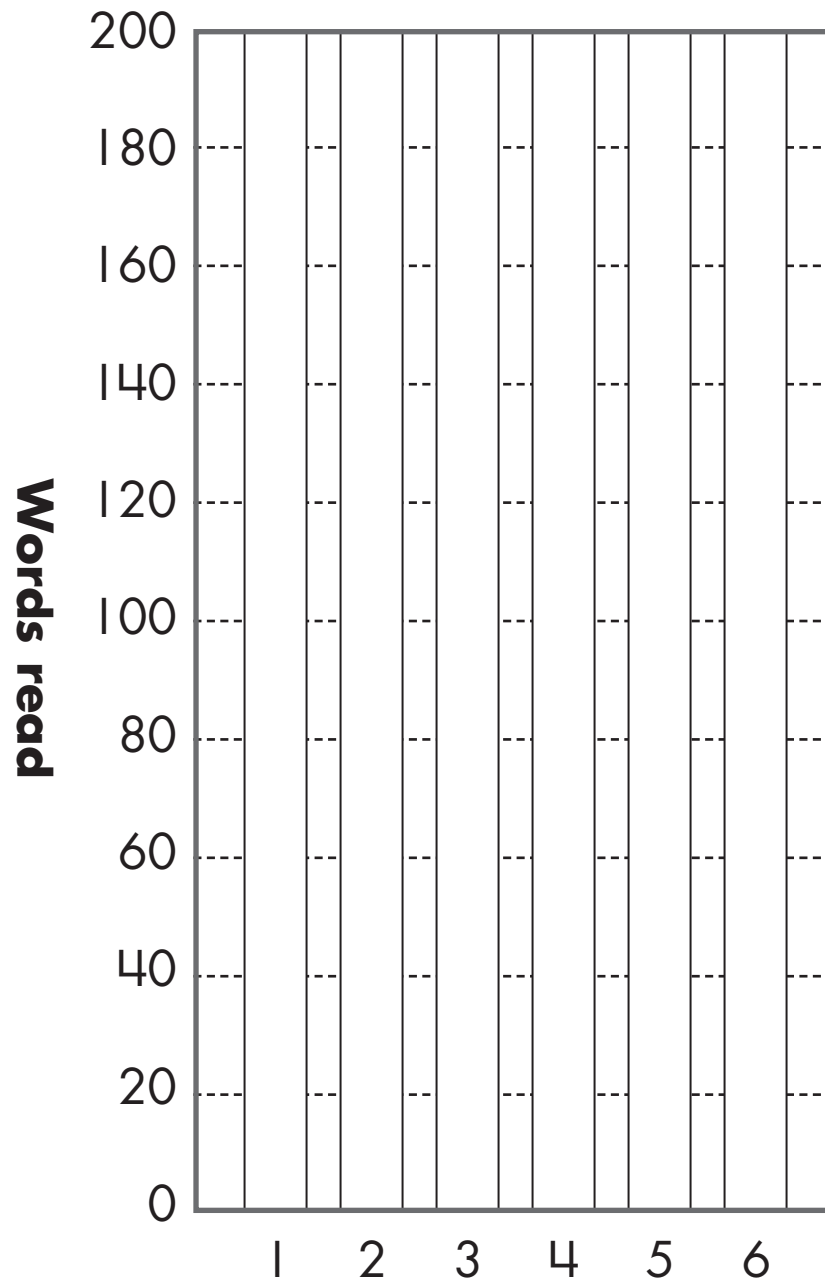
These ancient coins were stamped with the king's picture.

Fluency

Repeated Reading Bar Graph

Lesson X-1

Name _____ Date _____



Number of errors: _____
 1 2 3 4 5 6



barter

near

purchase

precious

costly

larger

paper money

rare

bills

uncommon

bigger

expensive

valuable

buy

close

trade